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COLLEGE

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FOREWORD.

The South Georgia State Normal College is new; it is the property of the State and is solely for the benefit of the people. It is right, therefore, and desirable that the people have as much information as possible about its institution. The following is the substance of a talk by the president to the students—particularly the new students—explaining certain purposes and practices of the institution. It is hoped that the information may be of general interest.

There was a time when a president of the United States could say that his idea of a university was Mark Hopkins on one end of a log and a boy on the other. Today such a remark would indicate more ability to make a graceful compliment than knowledge of educational institutions. Without in any way disparaging the importance of the teacher, we are learning more and more that he is only one factor of an educational establishment.

The college that would today lay claim to leadership has a large task before it. It cannot be content with merely following tradition; it cannot rely on haphazard, hit or miss, methods. It must take into consideration the whole life of its students; it must analyze its problems critically, and it must apply means to ends scientifically, so as to get definite results. And these results must sum up to no less a total than a well informed, well rounded, well balanced, effective and rightly disposed character.

The life of students "off at college" may be divided into three well marked spheres. These are: the life of the class room (which is sometimes regarded as all that the college authorities have to do with); the life of the college home (which has too often been entirely neglected); and the group life—social life—institutional life (which some students seem to think is the real occasion for a college).

Every one of these spheres has infinite possibilities for education; i. e. for character development. They can be so handled that they reinforce each other; they can be so handled that they are mutually destructive. It is the purpose of this bulletin to sketch briefly what the South Georgia

State Normal College has done and is doing to develop these spheres of college life and make them yield their fullest possibilities.

In the first place, the physical basis of all three spheres has been most carefully planned. The site of the institution was chosen for its excellent drainage and its convenient location. The building scheme is worked out scientifically by the best architect that could be secured; and the one building so far constructed is believed to be one of the most perfect of its kind in the South. It is the very incarnation of simplicity, convenience, safety, comfort, sanitation and economy. Moreover, it is very strongly built and is distinctly beautiful. It is always kept clean. It is regularly scrubbed and rubbed and vacuum cleaned and from time to time the rooms are fumigated. The physical home is a daily suggestion of right character, strong, clean, beautiful, useful.

The faculty of an institution touches, or ought to touch, all three phases of the students life very intimately. It should therefore be selected very carefully not only for scholarship but also for the personal traits of its members; and then it should be so organized that it can bring its influence for good to bear in the best possible way. The members of the faculty of this college are chosen not only for their high training in their departments and their successful experience as teachers, but also for their social and spiritual strength. All are refined and cultured, and all are active members of churches. This faculty is organized—the whole school is organized—so that the students may receive from it the greatest possible help, inspiration and guidance.

The three phases of education as they are managed by this college may be described more in detail.

First, of the class room work. This phase involves both the selection of material for the courses and the method of teaching. The day has passed when a course of study can be made up of a lesson a day in Latin and Greek and formal mathematics and rhetoric and one or two other formal studies for three or four years—and be called adequate. The day has passed when the simple method of “driving it in” is adequate teaching. The day has also passed when the same course of study is thought fit to serve the needs of young men and young women.

This college is for young women. Our problem has been and is to work out courses of study which meet young womanhood on its natural and essential interests and prepare women to lead strong, cultured, feminine lives. There is no occasion to teach most women the abstractions of higher mathematics; there is in such a procedure neither culture nor efficiency, neither elegance nor usefulness. But there is great occasion to teach women the care of their own health and that of their families and of their communities; there is in such a procedure both culture and efficiency, both elegance and usefulness. There is little occasion to teach young women the niceties of Latin and Greek and Hebrew. They are all dead languages and affect very slightly the lives of most who study them. But there is every reason for a young woman's studying carefully and lovingly her own language and its literature, with which she lives every day of her life, which is the great-

est of all sources of culture and beauty of thought and feeling, and which is also the vehicle of and the inspiration to her own noblest thoughts and aspirations. There is little reason why women should be taught the methods of operating machine shops or cotton factories; but it is the very essence of common sense that every woman should be carefully and thoroughly taught in those arts and sciences which are essential in making a comfortable, healthful, beautiful and refined home. Ninety-five women out of a hundred are called on some day to make a home; and the test of her ability, of her culture and refinement—of her very worth-while-ness, is how she conducts that home.

It is not possible at this place to go into details as to the course of study of the College, suffice it to say that every subject taught, that the exact amount of every subject and the particular aspects of it presented, have been determined upon only after most careful deliberation on the part of the faculty, in faculty meeting after faculty meeting, in conference after conference. The course of study is a scientific adjustment of means to a carefully and clearly determined end. We invite thoughtful examination of this course of study, a description of which constitutes the larger part of our regular catalogue.

The second phase of our problem is the homelife of students. This involves questions of physical conditions, diet, sleeping and living quarters. It involves also questions of personal domestic habits and attitudes. In short, it involves the most intimate questions of domestic life. Failure by school officials to recognize this fact or to properly meet the responsibilities involved in it, has

been the principal cause of the moral deterioration too often found in college students. The large numbers of students usually gathered in college homes make tendencies—good or bad—among the students much more powerful. The students as a group are almost certain to seek a level of domestic life; and this level will rise or fall according to the efficiency or lack of efficiency of the college authorities in strengthening worthy tendencies and arresting unworthy ones.

Realizing these facts, the College has spared neither cost nor effort to make the College home what it should be. The physical conditions, as has been said, have been made as nearly ideal as possible—and they are kept so. The head of the college home is regarded as one of the most important and most difficult positions in the College, and is filled by one of the most highly trained and experienced members of the faculty. Every precaution is taken to make the life of the home safe, wholesome, happy and worth while. It is safe physically. All windows are screened against flies and mosquitoes, all meats are either grown and slaughtered on the College farm or are officially inspected; all milk and butter are inspected; all canned goods are either put up on the premises or are from the most sanitary factories. Rooms are well lighted and ventilated. Students never sleep together. Students who are at all ill are promptly removed to the infirmary and given the best of care. As has been said above, the rooms are kept clean even to the degree of fumigation.

The health record of the college is almost perfect.

Students are safe otherwise. No unworthy or

vulgar person is knowingly admitted to the College; the very few that have ever appeared have been promptly allowed to return home. Students when away from the College home are always properly chaperoned.

In the home and out, all students are expected to conduct themselves with self-respect and with respect for others. Justice, consideration and kindness, neighborliness, and good humor are the typical characteristics of the student home relations. General happiness is the result, and the establishment of excellent habits.

When the class room work is interesting and of readily perceived usefulness, and when the home life is orderly, efficient and happy, it is not hard to make the third phase of college life productive of good.

In this college the students are allowed and encouraged to do so many interesting and elevating things that they have little time to fall into vulgar or disintegrating passtimes.

Last year every girl in the College voluntarily joined the Young Woman's Christian Association and made it a very effective feature of the College life. Most of the students were regular members of the College Sunday School, of which faculty members are teachers, but of which the students largely plan and conduct the devotional exercises. The literary societies are made interesting and useful. The occasional celebrations such as Hallowe'en, Thanksgiving, Christmas, Classday, etc., are all conducted on an elevating, cultured and highly delightful plain. Cheap and coarse amusement is not tolerated by either the faculty or the large majority of students.

Outdoor games, lively walks by large groups—wholesome exercise of all kinds is encouraged. In all games and contests the true spirit of sport is developed. In this College it is better to lose a good, square game than to win by trick or unfairness. The loser that can't join in a cheer for the winner is a poor sportsman!

In all activities the students are encouraged to take the lead, to organize their plans and actually conduct their affairs. And they do it. In this way they are trained to leadership and efficient co-operation in social service.

In this little bulletin an effort has been made to take the public into the inner life of its College. The bulletin is of necessity incomplete and sketchy. To summarize, everything possible is done to make the life of the student strong, vigorous, pure, clean, wholesome, effective and happy. The elements of knowledge offered, the habits of living, of working and of play inculcated, all aim to produce and do produce, characters strong and generous and effectively cultured.

It may not be amiss to add in closing that the fruits of these principles are already strongly apparent. A close observer of the College recently remarked: "Whenever you see that uniform it is a sure sign there is a lady in it." In spite of the hard times, almost every student of last year is returning this year and every one has been active to bring others. The number of students is almost double that of last year. The dormitory has been overrun; a large residence has been rented and equipped as a dormitory; and it is filled. For many students we have secured homes in the city. More high school graduates from Valdosta are en-

tering this year than ever before. The recitation rooms of the College are crowded to the limit, and classes have to be "sectioned" in some cases to get them in the rooms.

From the start the College has built on the principle, character first. We are encouraged by the results to believe we are serving a real need of the people.





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